

AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. VIII.

ST. LOUIS, AUGUST, 1875.

No. 8.

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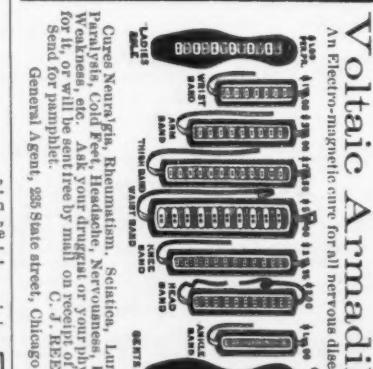
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We understand Dr. Wm. T. Harris, President of the National Association, Hon. Jas. S. Rollins and daughter, of Columbia, Missouri, Prof. G. L. Osborne, President of the South Missouri Normal School and a number of others leave for St. Paul on the steamer "Northwestern" on Wednesday, July 28th. They will have a magnificent trip.

— G. L. Osborne has resigned the superintendency of the Louisiana schools, and accepted the Presidency of the Warrensburg, Missouri, Normal School. A better man for the position could not have been secured either in or out of the State.

A MODEL INSTITUTE.

The eight week's Normal Institute, which is now in session at the Normal school, in Leavenworth, is in its organization one of the most complete ever held. The following brief synopsis of its management, every point of which is most rigidly executed, is worthy of especial consideration.

1. The Institute is exclusively for district school-teachers.

2. Only those who intend to teach are admitted.

3. No pupil is allowed to take more than three studies.

4. Each pupil must study at least one hour and a quarter on each lesson, and is required to make a daily report, in minutes, of the time actually spent in study.

5. Each pupil recites one hour each day in methods of teaching adapted to district schools.

6. The work of the recitation-room is drill work, and no teacher is allowed to pursue the lecture plan of recitation.

7. All text-books are furnished the pupil free of charge, which makes a uniform series in the Institute.

8. A daily course of study is made out in each subject. Each pupil is furnished with the same, so that both teacher and pupil know the work for each day during the course.

9. A model district school, consisting of fifty pupils, of all grades, is organized.

This school is under the charge of Prof. S. A. Felter, of Topeka. A ten-minute rotating programme is adopted, and each pupil in the Institute is required to observe the practical application of the method he has learned in the class-room.

This Institute is a State Institute, and is under the control of the Normal authorities and managed by Prof. John Wherell, who is president of the State Normal school at Leavenworth.

PERSONAL.

Dr. W. T. Harris, Supt. of Public Schools, St. Louis, and Rev. Dr. Briggs, of Evanston, Illinois, were present at Chattanooga. Each of these gentlemen gave a very interesting address before the Convention. Dr. Harris expressed himself as well pleased with his trip and Dr. Briggs concurred. Resolutions were very properly offered thanking them for their addresses and expressing satisfaction in listening to the same. This is another advantage resulting from these conventions—bringing the educators of each State in contact with educators of other sections.

THE "Kentucky Military Institute," located at "Farmdale," Franklin Co., Kentucky, deservedly ranks among the very best schools in the South. The sixteenth session under the superintendence of that eminent instructor Col. Robt. D. Allen, commences the first Monday in September next. He merits all the success he has achieved as a teacher and a disciplinarian.

Texas State Educational Convention.

A correspondent from Dallas writes us that "it has been judged expedient to hold a State Educational Convention," and that "Dallas has been fixed upon as the place, and the second Wednesday in August as the time for holding said Convention."

Dallas is as good a place for such a Convention as any in the State. We do not know to what extent the contemplated Convention has been published. How many teachers have been notified? How many have expressed a willingness to attend? We have not seen any notice of such a Convention in any of the papers of the State. The time, the second Wednesday in August, is now too close at hand to give publicity sufficient to insure a full attendance.

No enterprise of this kind should be attempted on so short notice. The co-operation of a large body of the teachers of the State should be secured, so that success will be sure to attend the undertaking.

EDUCATION A NECESSITY.

BY WM. T. HARRIS.

CIVIL SOCIETY peremptorily demands an educated people, and fulfills its principle the more completely, the more general and the better the education; for its principle is to demand directive power instead of mere manual labor from all, and it therefore expects and invites from every man who has manual labor to do, that he come to the aid of his hands by the inventions of his brain. The more complete the mental discipline, the greater the productive power of society and the greater the luxury for each. But it might be asserted that in civil society each is paid for his intelligence, and hence it is a product profitable to produce, and hence may be left to the law of demand and supply. If the laborer wishes to get the wages of directive intelligence let him pay for his own education and that of his children, and not tax the community for it.

The civil community, in its highest function as corporation, finds it legitimate and politic to perform various services for the common weal. It assumes to an extent the functions of nurture, and provides for paupers, insane, orphans, etc. It makes public improvements, and taxes property for the general good. What the limit of this may be has not been defined in any well recognized principle. But well established precedent has settled the question that to the municipal corporation may be assigned the function of education at public expense. The necessity of civil society to have skilled labor has caused the establishment in the various countries of Europe of expensive special technical schools, which train at public expense artizans that are to apply skill and decorative taste to manufactures. The principle is that of self-preservation. If the wares of a particular industry of a nation are thrown out of market by the competition of a rival nation civil society at home is burdened by pauperism, which it is as legitimate to prevent as to support after it is made. The principle of nurture legitimately belongs to civil society. Ignorance and imbecility is above all helpless to choose its proper remedy. Directing intelligence alone can choose the proper means for the elevation of society, and it alone can enforce it.

But it is in the principle of our government that one finds the decisive duty to provide schools at public expense. Self-preservation, not of civil society, but of popular self-government, rests on intelligent voters. The elector must be able to understand and obey the law made to govern him, and he must likewise be able to make the law. This is what the principle contains potentially, and its realization involves it all.

Education is necessary in our present state of society; it is necessary in our form of State under any phase of society. Not only has the citizen a right to demand as his privilege an

education for himself; it is the right of each citizen to demand that all others shall be educated if they are to exercise the right of franchise. Free public schools are the only conceivable instrumentality of realizing this two-fold right. Compulsory education is, in a certain shape, also demanded by this principle.

All free States must and do recognize it as a legitimate function to provide means for the general culture of the people. Recent legislation in monarchies—England, France, Italy and Austria—look to the preservation of the State by rendering the citizen more efficient in productive industry, and abler on the field of battle. The sinews of war lie in productive industry. Public morality, also, is a motive that has doubtless influenced the various European States. The excellent and reliable tables of Mr. Mansfield show that one-third of the criminals are totally uneducated, and four-fifths practically so. The proportion of criminals from the illiterate portion of the community is ten times as great as from the portion having some education. Sixty per cent. of the paupers of the community are totally illiterate. Statistics taken in England show that 24.87 per cent. of the children of illiterate women die under the age of one year, while only 14.65 per cent. of the children of women having some education die under that age. Similar data are furnished in many other directions relating to the preservation of society from crime and from premature mortality.

ENGLISH FOR ENGLISH CHILDREN.

BY MRS. H. E. G. AREY.

A WORD is the symbol of an idea, a coin that has no value whatever except through this symbolization. In the beginning the idea precedes the word. Later, when direct instruction comes to be given the word precedes and introduces the idea. But woe to the mind which is supposed to be under the process of instruction, but to which the word conveys no idea—or no correct and tangible one. It is gaining only chaff. To illustrate: In the beginning the child goes through a process of classification—unconsciously comparing, finding similarities and differences until he has recognized the individual—the object. It stands as a distinct idea in his mind. He demands the word—the name of the object. The names he first utters are those about which his greatest interests have clustered. There is no greater object of interest to the philosopher than the child in the cradle at play with his fists, separating himself from the outer world—getting at the “me” and the “not me”—making classifications, defining individuals.

Claude Marcel says we master four arts in learning our own language, hearing, speaking, reading, writing. He listens as he compares and recognizes, thus obtaining the name of the object he already knows. The inter-

est he has in the object, the idea gives the most efficient aid in securing the word. This is true now while he is in his cradle and will be true through the whole process of his education. If he does not hear he does not speak. He has no currency with which to carry on a commerce of ideas. What he hears he speaks, so much, no more. If the language he hears is limited, provincial, ungrammatical—confined to a single craft or to narrow living, it is nevertheless all he has, the only currency he brings to the schools as a basis of mental progress. Once in the schools is any effort made to increase or correct this vocabulary? He is called at once to learn a new art, that of reading. When the first principles of this art are acquired something is done towards increasing his knowledge of words and their meanings. But the meanings discussed are those which the child would hardly fail to learn in any case. The child is led at every step—we might almost say blindfolded and led. Nothing is left to suggestion—to those mental activities which, once set in the right track, go on apparently even while the child sleeps. The work does not lead from the known to the unknown—from that in which the child is already interested to that in which he must be interested.

The demand for the word does not rise from within and consequently the interest is lost which of necessity fixes it in his memory. It is true that the children from our better primary schools bring to the mastering of their text books a vocabulary quite in advance of those who come from our loosely managed district schools, but it is wholly insufficient.

There is no observant teacher who does not know that one-half the difficulty which our pupils find in their advanced studies arises from a lack of knowledge of their own mother tongue. The knowledge they have is vague and unsatisfactory, and two or three such vaguely understood words, containing the whole gist of the author's meaning, the pupil half consciously fails of the meaning and strives to fix in his memory mere sounds.

“I don't understand,” says the pupil. “Do you know the meaning of this word?” says the teacher. “Of course,” brusquely. “Define it.” But the pupil cannot define it and the class cannot define it. And the reason they cannot define it is not because they have no words to express their ideas about the definition, but because they have not the idea itself. They do not know what the word means. But what shall we do? Begin at the beginning. Years and years of time are wasted because we have such a fancy for beginning to build at the eaves—or somewhere in the vicinity. The work tumbles entirely to pieces during vacation, and when the new term commences it has to be done over again. And so the early years of school go on. But where shall we begin in this work of learning language? We should begin just where

the child now stands. We should teach him the use of words just where his mental activities are naturally at work. We shall not find them at work with “The dog runs”—a very good foundation sentence in teaching him to read, but utterly worthless in teaching him to speak—in adding to his knowledge of his mother tongue. He knew that long ago.

Object lessons, when all meaning is not pressed out of them by methods cut and dried—very much dried—give precise meanings of the names of objects and attributes—not the wider meanings which the child requires for the whole range of thought and feeling which life forces upon him. Much from among the better phases of thought and feeling in his mind remains un-named, and indefinite because un-named, until, like a withered hand, it is useless through all his future life. We are in no point so deficient in our theory of education as in an appreciation of the fact that a wide and exact knowledge of English—obtained somehow—must underlie all progress gained through the medium of that language. Many insist this can only be obtained by the study of Latin, but this is very much as if English ships should go round Cape Good Hope to get to America. Quintillian directs that the child shall at a very early age be called to give narratives of events, and that after they have been completed he shall be obliged to go over them the second time in order to secure correctness of fact and excellence of expression. It is evident that the Romans, who gained such wonderful command of their own language, did not obtain it through the study of a foreign tongue. With us we call upon the child to dictate daily, under the criticism of his class and teacher, accurate accounts of the objects and events with which he is thoroughly familiar. The slang of the streets and the impoverished vocabulary he owns will thus be rapidly changed for a purer currency. We obtain delightful little essays in this way from children who can neither read nor write. Not little in quantity, for pupils in the primary school frequently fill from four to eight closely written pages of foolscap. We have been obliged to limit them in time.

The ordinary grammatical errors are corrected by the children and slang phrases are cast out without remorse, though once in a while some pet phrase is persistently fought for. The value of the lesson does not end with promoting correctness of speech merely, it also promotes correctness of memory and observation, and gives to the child a power of separating fact from fancy in a way that often fails to be done in adult life. In the work of translating from a foreign tongue rapid progress is made in a knowledge of our own language—not from any kinship it claims with the words of that foreign tongue, but from the necessity imposed upon the pupil of presenting in his own language, the ideas, profound or otherwise, which

are placed before him in the text. He is to make good, so to speak, in the symbols of ideas which his own tongue possesses, those symbols, not the same, only similar, offered by the language he is reading. It is a reduction of currencies, and the value of the two currencies must be understood before the work can be done.

But what is this exercise for the children but a translation from the text book of life into the symbols of his own tongue? What is the "thinking" by which great men so move the world, but the persistent turning in of the attention upon these unworded—perhaps unformed and shadowy impressions and bringing them out into the light—giving them form and language? Who does not know how they will start into the mind—truths, facts that have been laid away, judgments drawn from experience, ideas forgotten, unrecognized, never before brought into the region of consciousness, but nevertheless stored away—treasures miscellaneous gathered and ready for use when we have need of them and make the steady effort needed to summon them to our aid. Yet how many fail to make this steady effort. It is said that the judgments of uneducated people are intuitions, because they cannot give the data on which they are based. Perhaps if they had learned to translate their best impressions in early life they would be able to give the data on which their judgments are based.

NORMAL SCHOOL, WIS.

WHAT THE STATE MUST DO.

HON. JOSEPH PULITZER, defined not only what the State had a right to do, but also what it was the *duty* of the State to do on the question of public schools, in his most admirable address before the Constitutional Convention at Jefferson City July 9th.

In reply to Mr. Taylor who it seems had denounced the whole educational system, branding it as one of the modern innovations fraught with the greatest danger and wrong! "By what right do you take the property of one for the benefit of another?" he asked, with great emphasis. And the proposition now pending submitted by his immediate colleague (Mr. Todd,) proceeded upon the idea that as the system of public schools could not very well be entirely subverted, its usefulness was to be crippled as far as possible. His colleague (Mr. Todd) absolutely proposed to ordain in the constitution of the great State of Missouri that nothing should, under any circumstances, be permitted to be taught except reading, writing, arithmetic, geography, English grammar and history of United States. Why his colleague was so anxious to reduce education to the smallest possible degree Mr. Pulitzer could not imagine. Mr. Todd had said in order to have a stable system, and had referred to the good, glorious old time when school-houses consisted of one room only, and that hardly roofed. Mr. Pulitzer thought that the restora-

tion of the good old era would indeed give us a stable system of schools—but in the light of the present age it would probably be more like a horse-stable system. Such was the fear of his colleague (Mr. Todd) that the people might learn too much that his proposition absolutely forbids the German language from being taught in any public school whatever. A proposition like this, in a State like Missouri, where one-fifth of the entire population were of that thrifty, industrious nationality, where settlements, villages, towns, counties and even cities were largely, in some cases, almost entirely composed of that particular nationality, was both absurdly ridiculous and wrong. These people had been invited by the laws and government of the country and State to become citizens of Missouri, though known that they could not speak the English language. And now, after they had proven themselves law-abiding and valuable citizens, after they had contributed their share for the establishment of these public schools, and still paid their taxes for their maintenance. Mr. Todd proposed to ordain in the Constitution that not even at the request and expense of these citizens should their children learn the only language through which alone they can communicate their thoughts to their parents. Mr. Pulitzer said that he did not speak as a particular representative of that nationality which just now formed but an exceedingly small part both of his party and his district; but as an American citizen, representing an American district, he protested against the un-American spirit of the proposition of his colleague.

THE RIGHT OF THE STATE.

The right of the State to tax the property of the State to educate the masses was ably argued but we have space only for the following extract:

"The questions of Mr. Taylor, like most all of the other arguments on that side, were based upon the idea that the State was a voluntary organization of citizens, in which no one could be forced to do or pay anything against his will. It seemed exceedingly strange that such obsolete notions should be avowed in a constitutional body of the present age. The State had that right, which Mr. Taylor and others denied, and, so far as the education of the people was concerned, that right became a duty. How could the State take the property, liberty, and even life, of a citizen for an alleged violation of the laws, if it gave that citizen no opportunity to know those laws? And how could he know them if he could not even read and write? Did not everybody know that the State had the right to take the property of one and give it to a corporation under the plea of public necessity? Did the State not take the property of a citizen if he failed to comply with the law? Did it not make him pay taxes for debts and burdens sometimes imposed before he was born, often wrongly imposed? Did it not take his person and liberty

on a mere suspicion of having perpetrated a wrong? Did it not take his very life for violating such law? How, then, could it be contended that the State had no right to compel the citizen to pay taxes for the purposes of education? And how could the great necessity of intelligence be denied in a government based upon the equal rights of all—the educated as well as the ignorant?"

THE DUTY OF THE STATE.

The duty of the State to educate the people is drawn from such facts as the following: Facts which exist to an alarming extent in all our Western and Southern States—facts too, fraught with immediate danger to all property. "Property is preyed upon by the ignorant and the vicious constantly. Property is taxed to punish the vicious and to provide for the ignorant.

As a question of political economy it is cheaper to educate—than to punish men or support them.

In regard to the duty of the State to educate, Mr. Pulitzer says:

According to the census of 1870, almost one-half of the entire scholastic population, or 274,975, did *never* attend school? Were gentlemen aware that, according to indisputable facts and figures, according to the census, 18 45-100 per cent of the entire population, or a grand and gloomy army of 105,775 males, over the age of ten, could not even read and write? He was not as great an admirer of the arbitrary and unrepentant blood-and-iron policy of a Bismarck as others, but who did not wish to have the results of the Prussian system which reduced the proportion of illiteracy among the conscripts from 4 81-100 per cent, in 1850, to 3 37-100, in 1870? And did anybody doubt the power of education? Look at France, said Mr. Pulitzer; France admitting openly that the chief cause of her defeat was the ignorance of her people and the superior intelligence of her enemy, and initiating the exact school system of her enemy. And was education and intelligence not still more necessary in a free country like this, where instead of a large standing army the free will of the people formed the support of the government? Was it not a fact that, as a general rule, persons of the lowest birth, so called, rose to the highest position of power in the land, mostly without anything but a common school education? Mr. Pulitzer here showed from statistics that in the last three Congresses of the United States the percentage of members who had graduated in the three largest colleges of the country—Harvard, Yale and Princeton—was less than one and a half per cent., while the overwhelming majority had no other than a public school education."

In concluding his remarks, Mr. Pulitzer showed that all over the world the efforts to educate the masses were on the increase, and the people themselves recognized and demanded it as their great need and right. There could be no popular liberty without

intelligence, and there can be no modern intelligence without education. Universal freedom meant universal intelligence, and popular liberty meant popular education."

ARKANSAS.

The "New Era," at Fort Smith, Arkansas, has this good word for the Arkansas Industrial University, located at Fayetteville:

"The commencement exercises at the Arkansas Industrial University at Fayetteville were very creditable to the teachers as well as pupils and mark a new era in educational matters in Arkansas. The exercises were held in the chapel of the new palatial university building just erected, only two stories of which however are finished so far.

The building has a front of 228 feet with a depth of 114 feet and two towers 120 feet high. There is nothing like it in Arkansas and when completely furnished it will cost \$250,000. There were 350 students the past session and the number will be much larger next session and will go on increasing from year to year. The future of Fayetteville is established for all time to come.

IOWA.

DEPARTMENT PUBLIC INSTRUCTION, DES MOINES, IOWA, 1875.

Editors American Journal of Education:

"Please accept my sincere thanks for your very cordial letter of congratulation. I wish I could get time to write you an article regarding our work, but am overwhelmed with official labors and shall be for months to come. I enclose a list of the institutes so far as appointed, and will send you a copy of our new course of study for institutes, which is now at the printers, in a few days. I shall be very glad to have your criticisms upon it, with a view to making such modifications as may seem desirable for another year. I am glad that you can again give us some aid in our institutes. Your work has always given the best satisfaction. I shall be pleased to have the opportunity to read the "American Journal of Education." Am glad to know that you will be at the National Association as I shall hope to meet you there.

Yours very truly,

ALONZO ABERNETHY.

The Platte County, Mo., "Advocate" says:

"Many years ago a deficit appeared in the township school funds, and the Grand Jury presented the matter to the County Court. The County Court thereupon appointed a committee to investigate the matter, and the funds were all restored, much to the chagrin of defaulting parties. Let us have another investigation."

By all means let us have an investigation and let the guilty parties be shown up and punished, not only in Platte county, but in every other where this sacred fund is tampered with.



STATE NORMAL SCHOOL, KIRKSVILLE, MO.

MISSOURI ought to be proud of her Normal Schools. Besides the Normal College of the State University and the St. Louis Normal School, she has three State Normal Schools fully equipped and highly successful. In the near future two more State Normal Schools will be established.

During the past eight years, the State Normal School at Kirksville, Mo., has made a record scarcely equaled in the history of literary institutions. Located in a State impoverished and distracted by long years of civil war, in which public schools were bitterly opposed, its progress is simply marvelous.

The attendance in the *Normal Department* has been as follows: 1868, 140; 1869, 203; 1870, 293; 1871, 321; 1872, 434; 1873, 470; 1874, 668; 1875,

709. The attendance (709), exceeds that of the combined attendance in the Normal Department of the *two* Illinois Normal Universities, 515; or, of the *three* Minnesota Normal Schools, 638; or, of the *five* Wisconsin Normal Schools, 662; or, of all the other Normal Schools and the State University of Missouri, 700.

The character of the students is not less remarkable than the number. Coming, for the most part from the rural districts, nearly all are dependent on their own exertions. The intense mental activity, and the independence and liberality in thought and expression have never been surpassed. Inspired by a love of truth, all are lifted up and mounted on the higher planes. Union and Confederate soldiers, Catholics and Protestants, Christians, Jews and Infidels, work side by side as a band of brothers.

and sisters. While the loftiest patriotism and the noblest piety characterize the students, nothing narrow, nothing partisan, nothing sectarian is tolerated.

The value of this school to the State is incalculable. Over 400 teachers, 70 being graduates, are sent out annually. With rare exceptions they give the highest satisfaction. They carry Normal enthusiasm and Normal methods into every neighborhood.

This school is designed to be as complete in all its appointments as our best colleges, affording every facility for large, liberal culture; and it is designed to fit its students for any position within the teacher's profession. A few more years of united, earnest, determined effort, will doubtless realize the ideal of its founders, and Missouri will have a *model Normal School*.

SCHOOL MANAGEMENT.

BY J. BALDWIN.

XV. How to Study.

Cheerful, earnest, well directed study, is the key to scholarship, and to success. To train the pupil how to study, is the highest function of the teacher. No single feature of school management is more important than this. Both teachers and pupils may be greatly benefited by observing the following:

RULES FOR STUDY.

1. Take a deep *interest* in what you study.
2. Give your entire *attention* to the subject.
3. Read carefully once, but think often.
4. Master each step as you go.
5. Think *vigorously*, clearly, and connectedly.
6. Let study, recreation, and rest be *dually mixed*.
7. Study *systematically*, both as to time and method.
8. Apply what you learn.

The student will do well to keep these rules before him until their observance becomes a life habit. Right habits of study are vastly more important than the knowledge acquired.

How to learn, is the important lesson to be mastered by the young.

The following valuable suggestions from the *New England Journal of Education* deserve careful study:

BETTER STUDY.

The thing wanted for better learning is better study. It is not so much how the pupil is taught, as how he studies, that determines his progress and his scholarship. In fact, to one who knows how to study, and who has the will to do it as he ought, no teacher, other than his book, is necessary. Such a learner is best taught, for he is self-taught. Of such learning there is far too little in our schools at the present time. We fear there is less than there used to be in that ruder period, of which we fancy ourselves to be so greatly in advance. There is such endless petty helping of the pupil in his books and in the teaching, that he becomes emasculated in self-reliant thought and resolution. Not teaching him to study, and little art and effort bestowed upon holding him to close, hard study, with so much pains taken to make the recitation everything, combine to complete the evil. Hence, right good study is likely to become a "lost art."

QUESTIONS TO STUDENTS.

To good study certain precautionary arrangements are necessary. The body should be in proper condition.

to be learned, first read it over carefully to get its general scope. Then examine it critically, subjecting it to a general analysis, determining what is to be chiefly studied, and especially what will require the most labor. If you can improve the order for the purpose of study, do it. Especially consider the connection with what has gone before. This is the more necessary when any part of the subject has been taken up in the previous lesson. Proper attention to this rule would do away with all need of the current detached reviews.

You now come to the main study. Attack this with all your strength. "Work at it like a Hercules."

First, learn most thoroughly by heart all leading statements, principles, and definitions. Get them so that you not only know them, but know that you do. This involves the power to repeat them without doubt or inaccuracy, and without the help of questions or catchwords.

Next, take up the expansion of these, with the explanations, reasonings, and illustrations connected. Read them carefully; stop and think over intently their facts or force, fixing the substance of the thought or truth thoroughly in mind. Follow this by careful practice in stating what you have thus learned, in clear, direct, unhesitating language of your own. Do it in thought; do it orally; in parts requiring special precision, do it in writing. Exercise yourself in talking over the lesson, as if it were a class exposition or lecture.

Finally, keep your mind steadily at the one work; command it back from its wandering; repel all interruptions. If you become fatigued or confused, from the intensity of your application, stop short for a few minutes; exercise in some light, cheerful way; or divert yourself with some other less severe train of thought. When the difficulty has been relieved, at it again!

Study in this way, and you will become "Wiser than your teachers. You will have attained the secret of true scholarship."

For the wasted energies and resultless labors of pupils, teachers are fearfully responsible. Only he who has mastered the art of study should dare to assume the position of teacher.

TEACHERS' INSTITUTES—THEY ARE A NECESSITY.

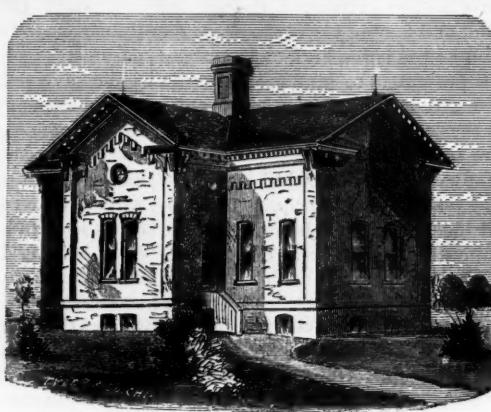
WITH a teachers' institute in every county, a systematic, live and practical institute, conducted by men who comprehend the present condition and needs of both teachers and pupils, and who will teach the former just *what to do*, *how to do it*, and inspire them with the *will to do it*, we might double the efficiency of our public schools in two years. How so? By doubling or trebling the teacher's knowledge of mind and of the true methods of culture and instruction. The chief problem among our foremost educators, of late years, has been to grasp the science of hu-



A DISTRICT SCHOOL HOUSE.

[Cost from \$800 to \$1,000.]

We present the cuts of two styles of school houses above. One for a single room neighborhood school, 24 by 36 and 14 feet in height. Three rows of the "Granger Combination" cheap desks can be put into the room, with three back seats. This will give sittings for forty-eight pupils, all that one teacher ought to have the care of: This will give room for a recitation seat and a platform for a teacher's desk, beside a small entry. This house ought to be built and furnished



A TWO ROOM SCHOOL HOUSE.

with seats and desks, blackboards, maps and charts, for about \$1,000.

A TWO ROOM SCHOOL HOUSE.

This plan for a two room school house has been adopted in many places, and gives good satisfaction. The cost depends somewhat on the price of material and labor. It ought to be built and furnished for about \$1,500. Let the specifications be carefully

drawn by some architect or master builder, and then see to it that they are complied with to the letter.

Hard-finish blackboards, from three to four feet wide, should be put upon the walls wherever there is room for them. Holbrook's Liquid Slating has been thoroughly tested for years, and is the best in use for this purpose.

man development; to develop, systematize and apply great principles founded in mind and nature. The work has been so well done that the true psychological principles, means, and methods of education are well understood by professional educators. The result has been a great local revolution in educational methods and a corresponding advance in the efficiency of school instruction and culture, and for mental growth. The need now is to have these methods and improvements seen, appreciated and adopted by the mass of teachers. And this is the special aim of the teachers' institute, viz.: To instruct the teachers in the methods and principles of the art of teaching. These may be so stated, illustrated and applied, even in the brief sessions of an institute, as to be of great value to teachers and to their scholars. The writer attended several teachers' institutes, nearly thirty years ago, under the instruction of the late Horace Mann, Lowell Mason, A. Guyot and others. They carried us through the principal topics of every branch studied in the schools, and taught us how to teach them. Our services were doubly valuable in our respective schools for such instruction. It was a frequent observation of public men and educators in Massachusetts that no equal expenditure ever accomplished one-half as much for the best interests of the State as that expended for institute work. My subsequent experience and observation as an institute instructor in Ohio and Tennessee has only served to deepen my conviction that teachers' institutes are the best means for the improvement of our common schools, and that it would be a wise public economy for our next General Assembly to make a State appropriation for the purpose of employing institute in-

structors. Take the money if necessary from the school fund.

M. C. BUTLER.

KNOXVILLE, Tenn.

COUNTY SUPERINTENDENTS.

IN some counties there is a prevalent opinion that these officers have nothing to do, but my experience does not justify the opinion.

The school law points out the duties of these officers, but there are many duties devolving upon the county superintendents which the law fails to recognize. In creating the office of county superintendent the Legislature took care to make it as nearly as possible a sinecure. The salaries of these officers were left to the decision of the various county courts. In some instances good salaries were paid, but generally the cheapest man was chosen, and so efficiency was left out of the question. County courts have become synonymous for folly and incapacity, and they are as incapable of managing the educational affairs of the county as they are of managing any other business matters about which they know but little or nothing.

The county superintendent must examine teachers and license them to teach in the public schools, visit the schools, instruct the directors in their duties, locate and assist in building school houses. Teaching the teachers is one of his duties, a responsible duty it is too. He must organize the directors into working boards, examine their books, tell them what to do and show them how to do it. Some of the county superintendents must be district directors, teachers, clerks, county trustees, architects, builders, travelers, lecturers—all things to all men—in order to succeed. It requires brains, muscle, common sense

in a large degree, general intelligence, patience, industry, forbearance, and a thousand other nameless qualities to make a county superintendent who can bear the burdens of the office and meet the prejudices of the people and fight his way through ignorance and political corruption. All these things must be done, and yet you hear it said that county superintendents have nothing to do.

The county superintendency is one of the most important features of the school system. Our people are slow in recognizing this fact. We have been educated in the belief that free schools could take care of themselves. Supervision meets much opposition and the principal argument against it is the cost. The men who oppose it are ready to oppose all progress and every improvement.

H. PRESNELL.

JONESBORO, Tenn., 1875.

RELIGION AND EDUCATION.

Editors American Journal of Education:

WARRENSBURG has lately been the scene of a bitter strife over the Normal School located here. Not so much over the school as over the principal. Mr. Johonnot seems to have stirred up a controversy that finally resulted in his removal from the position he has occupied during the past three years. Mr. Johonnot is known in the East and many other places where he has found temporary employment during the past few years, as a very clever institute talker. When he came among us to take charge of the Normal he found among our people a deep sympathy with him and a strong hope that he might succeed in the great work he had undertaken. The better educated among us soon saw what seemed to be indications of superficial scholar-

ship. These indications provoked only some comments at first. Firm convictions upon this point settled down upon many of us slowly until a careful inquiry led to the very general belief that Mr. Johonnot had been greatly overrated in the matter of attainments.

The force of the opposition that set in against him on this ground was attempted to be broken by diverting attention to a wholly irrelevant matter. Johonnot's friends exhibited considerable skill in starting the cry of religious persecution. The real matter in issue here in this controversy was one of competence or incompetence. Religion had nothing whatever to do with the real issue. The fact is, as Johonnot himself admits, he had never, either as a student of any institution of learning, or as a private student, obtained anything approaching a liberal education. His defects in the matter of scholarship became common talk wherever Mr. Johonnot spent three or four consecutive days before any of our institutes. This was the ground of opposition to Mr. Johonnot, and we desire to have the facts of the case go on the record.

Under Professor G. L. Osborne, who succeeds Mr. Johonnot, these grounds of complaint are wholly removed, and the Normal must soon assume a high position among the leading educational centers in the land.

WARRENSBURG.

KANSAS.

The "Emporia News," which we always read with interest, says of the Normal School located at Emporia:

"It has one of the finest and most conveniently arranged buildings in the West, with twenty-five rooms and will accommodate about five hundred students. The highest attendance last year was in the neighborhood of three hundred. The corps of teachers are able educators selected from the best institutions of the East, and the school, though new, and struggling with all the hindering circumstances of a new country, has taken high rank among the educational institutions of the West."

"The excellent system of graded schools adopted by our State is in complete and successful operation in the city. We employ a corps of eight teachers, several of whom are graduates of our State Normal School. The number of pupils in the city is seven hundred and fourteen."

"Throughout the county our excellent common school system is in successful working order. There are some seventy-five good brick, stone and frame school houses, in each of which school is taught from six to nine months per year."

Mr. T. N. Snow for the last three years Principal of the Central Grammar School in Omaha, Neb., has just been elected superintendent of schools in Santa Barbara, Cal., at a salary of \$2,400 in gold, and has already entered upon his work.



J. B. MERWIN

EDITOR.

ST. LOUIS, AUGUST, 1875.

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EDUCATION.

Education is a comprehensive term, including many kinds and modes of instruction or training. It is an assimilating and developing process. The child begins to learn as soon as he looks about, and he will learn all through life, whether he attends schools or not. It would be impossible for his mind to grow if it had no food, and what he learns is the food for his mind.

The mental organism must be fed and developed analogously to the feeding and growth of the physical body. The body must receive new food to repair waste and keep up growth. It has digestive organs which prepare the food for life blood. In a corresponding manner, the mind must be sustained. As in the case with the body, to avoid dyspepsia, certain rules must be observed.

Properly adapted food, in suitable quantities, taken under favorable circumstances sustains and develops a healthy body. This food may be suitable, and the circumstances favorable, yet if it is not properly masticated it will overtax the digestive organs and impair their usefulness. Equally important it is to avoid the cramming process in teaching.

The mind is blurred when what is taken into it is not understood. An understanding of a subject gives a keen relish which cannot be had while mental darkness remains. The teacher may judge from himself how to treat those under his care. For, however great he may become in learning, he is still a learner. The difference is only in degree. The process is the same in the case of the man toiling at a difficult problem and in the case of the boy worrying over a simple one. As the man is enabled to overcome the difficulties in his way, and receives light, he should see to help the child.

Education includes the formative growing process. Any training which does not give vigor and strength to the mind, and exercise it in thought, is erroneous. It may be put down as

nearly always certain, if the scholar is dull and lazy in his class, that the lesson he has is too high or it has not been presented to him properly. In some way it is not adapted to him and the teacher should study to remove the cause.

Many difficulties would be avoided if the teacher should acquire the habit of looking within himself for the troubles in his scholars. His scholars are the elements with which he, as a workman, must build. A knowledge of the material is essential, also a knowledge of what he expects to build. Remember this important fact, that unlike working in brass or clay you cannot always see the effects of the strokes made. The work is done by what is given the scholar, and discrimination should be made in forming that which is to be given. Administer proper food, in proper quantities to yourself, and as it acts learn thereby what is expected of you in relation to your scholars.

The mind is an organism with distinct qualifications and requirements. If healthy it is so adjusted in all its parts that when it receives into it anything, it takes that which is adapted to it, eliminating that which is not adapted.

As the body requires exercise in order to use or properly assimilate the food received, so must the mind be kept properly active. What movement is to the physical body thought is to the mind. Thought is the working up process. It is the mind's movement or exercise. The teacher who awakens thought, properly directs it and enkindles the imagination of his scholars is the teacher who knows his business and will have a live and active school.

The Teachers' Institutes, two papers on which appear in another part of this number, furnish excellent opportunities for the discussion of these questions, and we would suggest that they be entered into fully by all who attend. How can we get the kind of teachers needed.

A COSTLY EXPERIMENT.

WE try all sorts of experiments now-a-days. We try the experiment of sending passengers to sea in a leaky vessel, of seating four hundred people in a modern gallery with only one narrow and winding exit, of storing nitro-glycerine under dwelling houses. All of these experiments succeed perfectly. Some of them we find to be costly, but what matter for that?

But when we find people so blind to their own interests as to experiment with the education of their children we look on in speechless amazement. We wonder if they know what they are doing or with what sort of material they are dealing. Has it ever happened to them to set a leaky bottle of sulphuric acid on a marble slab for a night, and do they recollect whether or no the hole which the acid had eaten into the stone was easily filled up to its orig-

inal state in the morning? Some things are indelible, some errors irreparable.

We have only just recovered from our amazement at a friend who in the course of conversation casually remarked that he was going to take his little girl out of school. We queried why, and he replied that an uncle of his in England had just lost his property, leaving his family unprovided for; that there was a daughter about seventeen who did not know what to do and therefore out of pity for the poor girl he had invited her to share his home, and he added, "She must learn to do something for herself, and as she thinks she can teach I thought we could let her try the experiment with Katie. She is to teach her, and if we find it does not succeed, why then I shall have to send them both back to school, I suppose."

So he cheerily departed from our office, leaving us aghast at this exhibition of self-sacrificing devotion. If this kind-hearted man had offered his daughter to some struggling young surgeon as a subject for vivisection in order that thereby the surgeon in question might gain practice and a reputation, the world would have been horror-stricken. But when he generously hands over her mind to an inexperienced operator to twist and dull as she can, people say, "What a very kind man Mr. — is!" and they at once emulate his example. A kind-hearted committee man once recommended a young woman as a teacher because she was paralyzed on one side and was therefore and on account of her defective early education unable to do any thing else. Verily the world is wide and it takes all kinds of people to make it.

But for this very reason, we who do believe and know that it is of far more importance to train a mind well than to care for a body, should raise our voices in protest against the suicidal policy which would make of our schools an eleemosynary institution to give support to feeble-minded youth, and would by low salaries force down the standard of the teachers employed. Let us economize in clothes, in houses, in furniture, but don't let us economize in the education of our children. Let us demand the best talent and widest experience, and pay it accordingly.

We are not pleading for show, but for real, solid, earnest education, such an education as shall fit pupils not only for practical duties but lead to the full growth of their powers and the safety and glory of the Republic.

THAT CLIMAX.

We cheerfully give place to the following from an esteemed correspondent at Huntsville, Texas:

Editor American Journal of Education: Can we not have the article by Hon. H. C. Brockmeyer of St. Louis, entitled "The Right and the Power of the State to Tax the Property of the State to Maintain Public Schools," republished in the JOURNAL? It converted me to the public school system, and it has done great good in this

State. Let us at least have that climax of the argument re-stated.

"The Public Free School teaches what is common to all, culture. The Catholic, the Protestant, the Jew, the Gentile, the Infidel, the Democrat, the Liberal, the Radical, the German, the Irishman, the Dutchman, the yellow man, the black man, have not each a different mode of spelling the English language, the language of the law, but one and the same mode. They have not each a different grammar of the English language, but the same grammar. They have not each a different geography or technique of commerce, but all the same. They have the same technique of mathematics, of logic, of mechanics, of astronomy, of chemistry, of botany—in a word the same technique for all the products of human intelligence.

It is the common element which the common school teaches. In this it performs a two-fold service. To the State it renders the exercise of an essential function possible, and to the citizen it renders possible the attainment of culture. Regarded from either point of view it is an institution of the State, founded in the final end of the State, and therefore to be maintained by the State.

In conclusion, permit me to say, Mr. President, that they who think this too much, and the expense too great, ought to find comfort in the reflection that a life spent in making a living, and in accumulating property, has for its final result zero. Nationally, this question was solved and demonstrated by our predecessors—our predecessors in this State—the aborigines. They lived to make a living. The end of their life was not culture, but to live. They wasted no precious property upon education to render culture possible. They paid no school-tax. They vested nothing—nothing but the smut of their smoke upon the walls of the caves of our State. This they left. This is their monument—a smut.

On the other hand, they who think this too little, ought to remember that the purpose for which the State exists is to render justice possible for the individual man. To enable a just man to do an honest deed without let or hindrance. But the State does not do the deed for the man.

THE INTERNATIONAL EXPOSITION.

THE purpose of all universal Industrial Expositions is instruction, not mere show, for amusement or to gratify an idle curiosity. "They are the very best of schools," says Baron von Schwarz-Senborn, Austrian Minister at Washington, and the distinguished Director General of the Exposition at Vienna in 1873.

Our Exposition will be doubtless no exception to the general purpose and results of all. It will be a great school for all our people.

The industrial products of all nations will there be brought together and arranged for comparison and study. The latest improvements in all kinds of machinery will be there for the inspection of the engineer and the manufacturer; the most cunning tools for the mechanic; the best specimens in school architecture, furniture, apparatus and text books will be represented for the advantage of the teacher and school officer; and for all will be displayed the best

methods for making every thing and conducting almost all occupations.

And this will be a school for adults—for the company of *grown* children who have had little opportunity for the learning from books, as well as the most intelligent. And all will be taught by "object lessons," the best as well as the newest method of teaching, as many think; for, as the distinguished Professor Virchow is quoted as saying, "Nothing which comes through your eyes into your head ever goes out."

Probably, in this school of the Exposition, we shall come to a good measure of national self-knowledge—the highest possible knowledge for the individual, if we accept the old Greek's dictum, and probably of equal importance to the nation. We may have our national vanity rebuked, perhaps, and somewhat of the "conceit taken out of us," by looking with open eyes upon the achievements of other nations. Doubtless, in some respects, we need this. The process, though slightly unpleasant, will do us good.

In 1851 England held her first Exposition of the Industry of all nations, and invited across the channel all her neighbors with specimens of their every kind of handicraft. What was the astonishment of the average John Bull to find that, in many of the industries, especially such as involved the principles of good taste, he was completely distanced by Frank and Belgian and stolid German—beaten on his own ground. Defeated, he was not discouraged but rather nerved to higher efforts. It is the testimony of the most intelligent foreigners, as well as high English authorities, that a remarkable advance has since been made by the English people, both in respect to skill and taste in manufactures and also in architecture, the fine arts generally, and in all which constitutes public taste.

A good friend of America from across the sea, tells us with great frankness that our "public taste is awful." I suppose he had in mind the horrid fences which line our highways, the rough, careless habits of our husbandry, the attitudes, language and dress of the average American sovereign, and much of our public as well as private architecture, as well as the American "art" which adorns our costly capitol.

When we have received a lesson in "object teaching" like that given England in 1851, it is to be hoped we shall energetically imitate England's example in working out improvement, and so make this exposition a great educator for all the people.

MEN and women who believe in schools and churches—who believe in progress, who believe in building individual and national character on intelligence, integrity and virtue, subscribe for, read, and pay for, and circulate THE AMERICAN JOURNAL OF EDUCATION,

THE INTER-STATE EDUCATIONAL CONVENTION.

THIS meeting held at Chattanooga upon the last day of June and the first of July proved to have been wisely called, and an important meeting in the interest of education; both because of the excellent spirit in which the meeting was conducted and the good accomplished at the time, and the permanent establishment of The Inter-State Educational Association, to meet each year. This Association was organized by the election of proper officers, and Memphis agreed upon as the place of meeting next year.

Besides the good accruing to the teachers and others engaged in this work, by such assembling of themselves together, the good resulting to the cause of education generally will be considerable. And the committees who have the management of the meetings should look to it that the general public are brought under the influence of the same. This can be done by getting proper men to lecture and arranging meetings at such times as will secure a public audience.

One among the many valuable suggestions brought out at Chattanooga in the Convention was that some means should be adopted to arouse in the masses a proper appreciation of the advantages of popular education. Whatever plans may be agreed upon, here is one which can be used to very materially aid in the accomplishment of that work: Hold these conventions at such times and places as will most effectually secure a good attendance of not only teachers and other officials, but our public men and those in the ranks. Our policy should be to make prominent what public schools have done, are doing and propose to do, and to show clearly what needs to be done.

Perhaps once a year is not often enough to have this publicly given. Other plans therefore will be devised and worked.

We were glad to notice such unanimity of feeling in the Convention, regarding the value of the press, and the demand for an educational journal, and from the action of the Convention, in passing a resolution commending this Journal to the patronage

and encouragement of teachers and educators, we take encouragement to persevere in this work, doing what it is in the power of our influence to do, in promoting the desired results. We appreciate and hereby acknowledge, the strong words said by certain friends in favor of our enterprise. We would be glad if every teacher and every officer would join with us in saying *our*, and help us by their subscription, and by every other encouragement, to make it more decidedly *our* Journal. What is done once a year in these conventions, may be done monthly through the columns of this Journal. We ask all friends to make the columns of this paper the medium through which to exchange what they may have of prac-

tical value to this great work. Send queries, short and to the point. We promise to give our opinion where we may to advantage; but we desire others to give their views on all these important questions.

NORMAL SCHOOL INSTRUCTION.

BY PROF. LOUIS SOLDAN.

NORMAL School education must furnish the basis for the pupil's practical activity as a teacher. If it is a wise maxim that whatever you want to have appear in the life of a nation we must put into its schools, we may complete this saying by adding, and whatever you want to have appear in the schools of a nation you must put into the Normal Schools. The surest way to secure good instruction and effective education in general, is to educate teachers that understand this task fully and are ready to perform it with zeal and perseverance. The importance of Normal schools lies in the fact that whatever good is accomplished there, will spread with the graduates which are sent out to teach.

The needs of all our schools indicate the standard of what is required from our students. The principles on which the education of teachers is conducted are as easy to lay out, as difficult to achieve. The time for the mere routine teacher has passed, we hope, forever. Not only the practical skill, but also an insight into the nature of the mind, into the nature of the world and science, are required. Then the teacher needs the devotion that raises her profession from being merely a profitable way of passing the time previous to some more earnest future duty to the dignity of a life work. The pupil is entrusted to the teacher's care, body and soul. She ought to understand, therefore, the physical and psychical condition of man's nature. A knowledge of physiology and psychology will lead her to avoid errors, for which, no matter how much they bear the character of individual mistakes, general education will be arraigned by its enemies as the criminal.

As regards instruction the teacher must always be conscious that the value of the instruction she imparts depends on the method by which she gives it.

She must keep aloof from the two extremes which are equally ruinous to the highest end of education. Avoiding the old baneful mechanism of parrot-like text-book repetition she must not fall into the snare of the modern barbarism of despising the printed page and discarding the wisdom of our forefathers, and of believing that we can read truth only in the ever changing face of nature and none in the human mind and the history of the world. To ignore the past and to live only in nature and in the present, is to live again the life of Adam—the life of man without history.

To rely on the printed page alone without basing it on the study of nature, is to dwell entirely on the experience of others, which will de-

stroy self-experience and self-dependence. The pupil must study nature, the objective world, and then be led to recognize his experience in the experience of others, and to rectify and widen his own by theirs.

If the teacher opens the pupil's eyes to the objective world, as revealing itself immediately, and as reflected by the experience of others treasured up in the printed page, his learning will not be of the kind that dulls the wits of the child instead of sharpening them. The term Object Lesson is but a substitute for the wider name, Illustrative Method, that always bases instruction on suitable objective illustrations, and which may be used throughout the whole course of instruction. The teacher can manifest her tact and power in no better way than by her aptitude for finding suitable illustrations and objects for whatever she teaches. The higher activities of the human mind, conception and thinking, need the strong basis of perception in order to grow.

While this is an outline of the task which the community imposes upon the teacher, the State also has a claim. It demands that education serve its purposes, and by giving moral culture aid in the repression of crime. Hence, the future teacher must learn how instruction may be made to educate the pupil's moral nature. Instruction can remove two causes that may lead to crime—laziness and ignorance—by accustoming pupils to regular work, and by giving knowledge which will make it easier for the pupils to gain an honest livelihood.

The child educated together with his equals, is taught respect for the rights of others; on this basis a respect for the rights of society will grow. The pupil is expected to observe the laws of the school, and the idea of punishment becomes associated with a failure to comply. From this, respect for the laws of the State may be made to arise, and where the moral principle is not strong enough, a knowledge of the inevitable consequences of wrong-doing may serve to check wrong inclinations. School-life offers to the good teacher an innumerable number of opportunities to point out the difference between right and wrong, to strengthen the pupil's will-power, render his conscience keener, and to teach the pupils to subject momentary inclinations and arbitrary impulses to the command of duty. To awaken in the students a deep sense of the significance of this idea of their work is not the least important task of a Normal School.

The objects of the State are manifold. One of the first purposes of the body politic of the forefathers was to repel the savage, the barbarian abroad; the great purpose of the present state is to repel the savage, the barbarian within. They built palisades; we school-houses; and as the Indian is limited to narrowing tracts in the far West, so we hope to keep within narrowing limits the savage, barbarous elements of society—crime and corruption—by the help of education.

GOVERNMENT.

THERE were many very interesting questions raised and thoughts suggested in the various papers read and discussed by those in attendance on the Inter-State Educational Convention held at Chattanooga last month.

The question of government came in for a share of notice; but little more than the necessity for its exercise was agreed upon. It is a fact admitting of no controversy that government is important indispensable in the management of all schools. The reasons are obvious and need no setting forth. It is one thing to see the fact that we must have law and order in the schools and altogether another thing to so govern as to secure this.

There can be no specific rules written out or enforced which will suit all the scholars of any one school much less all schools. The teacher should know those whom he would govern, if he does it properly. The differentia of his scholars, and the complexity of their natures, involves the idea of many qualities in the teacher—very strong qualities.

We may say that it is preferable to govern by love—that an enforced obedience is worse than no obedience; and we may know that the honor and the best conviction of the scholars should be reached, appealed to and developed into willing submission to the right, but how to do the work is a question of no small consideration and one not easily disposed of. If the material to be worked could be moulded as the potter moulds his clay, and this spirit of obedience—of honor—of high aspiration to do only truth, could be put in the boy, as water is poured into a vessel, the work would be easy.

Not so, however. As before suggested, the material to be worked upon and in, is of a different character. They are manhood elements we have for material and manhood character is what we wish to build up. And this manhood is individual—personal—free: hence the delicacy of the work, and hence the efficiency required on the part of the workman.

The work to be done calls for a knowledge on the part of the teacher of the law of adaptation. Those to be governed are unlike—they differ one from another. What is good for one, may ruin if applied to another.

Are there then any general principles applicable to all?

First: The child should not be governed for the government's sake; Control not to be exercised in anger or passion; neither for the gratification or the caprice of the tyrant who governs. *The teacher must not be a tyrant.*

Second: Government should have a purpose—an end, and that purpose must be distinctly for the good of the governed; and he should be made to understand it as so intended.

Third: The penalties inflicted should so follow violations, that they may be seen to have a cause and effect relation. Let each pupil see that

what is done, is exclusively for the good of him who receives the punishment. All will thus be seen to so relate to each other, as that what is good for one is also good for all.

Fourth: Government should not be spasmodic. After it is tried long enough for the scholars to obey from habit, they will have learned that there is freedom and thus pleasure and safety only in obedience.

Fifth: *Love the scholar*, and in all government, however administered, let that love be directed in the form of wisdom. Government is thus in order, and order will follow to repay for all care expended.

It will pay any teacher to take great care in the study of the nature of himself and his scholars. He will find the trouble lying in himself, perhaps, quite as often as in his pupils.

THE NASHVILLE CITY SCHOOLS.

Editors Journal:

THE public schools of the city closed on the 16th of June with public exercises in all of the rooms, which were crowded with the parents and friends of the pupils and spectators generally. The programmes were made up exclusively of performances in music, readings and declamations which had been a part of the regular school work of the past session. Everything of the sensational or extravagant was prohibited, and the children acquitted themselves in such manner as to show genuine culture.

The total number of different pupils who have entered during the session is this year about three hundred greater than for last, which shows that the schools are extending their influence in the community and also that scholastic population is steadily increasing.

The schools are kept up to the best standard, and the good which they are accomplishing is incalculable.

Such an example of the good results

of an efficient system of public instruction is at the same time a reproach and an encouragement to other parts of the State where nothing is being done for the elevation of the masses.

While many communities have been growling and complaining about burdens imposed upon them, shifting here and shirking there,

Nashville has for twenty years gone forward determined to make her schools first-class and to sustain them at any cost.

During the time the State system has changed four times

and been once supplanted by a county system, each change radically affecting the channel through which her school

money was received; but she moved on successfully through these and other embarrassments which have sounded the death-knell to schools in

many localities; and keeping steadily in view the true interests of her system, she has simply asked how much

will we derive from other sources

and what levy must we assess to make up the amount needed to sustain our schools for ten months.

The last legislature by their acts

postponing the collection of the taxes levied and the assessment of those to be collected for this year, whether they intended it so or not, made the most dangerous stab at the existence of our schools that ignorance or malice has yet dealt them, but we will not let them be interrupted, much less destroyed.

A SPIRIT OF CHEERFULNESS.

TO have always bubbling in the school a kindly sympathy with mirth is a hard thing for a teacher to do. The weight of the teacher's moral responsibility, his sense of the serious nature of his work, and the lassitude which protracted labor induces, tend to make him blunder in one of two ways: Either, first, out of despair he becomes lax in his discipline and lets things go their own way; or, second, he becomes a fretting, captious tyrant.

I had left my school one day, for a few moments and upon returning found that a certain boy Macy had been very busy. Now this boy was skillful in drawing very black and amusing pictures; he was skilled in fact in all kinds of mischief which could be brewed without absolute peril to life and limb. Upon looking at the blackboard I saw what he had been engaged in. A group of grotesque figures had been drawn by a few bold strokes in outline on the board. There were men in rags and with very ugly pipes; some had guns and there was a limping dog or two. It was a very funny sight, especially when I noticed the sympathetic grin of mingled mirth and curiosity on the faces of half the school. All I could do was in the first place to let them see I appreciated the fun, and then to assume a very solemn countenance and tell the boy to rub them out, and see me after school; the latter to preserve the aspect of discipline unimpaired.

All pupils appreciate a fun-loving school teacher. Here is one broad vein of sympathy which ought to be constantly worked. It increases tenfold the teacher's power when he knows how to make use of it, and imparts to the pupil a delicious sense of security when he can feel that his teacher is "one of 'em."

Some pupils are always and continually getting into scrapes; they feel a fearful tremor of apprehension whenever they enter the school room. Their teacher cannot appreciate their failing; from sheer repulsion they are driven deeper into the bogs. When sober second thoughts come to them they feel painfully the difference between themselves and the type of perfection set them in their teacher, and the consciousness that they never can be like that, drives them to despair.

That boy I mentioned seemed all the dearer to me for that outline drawing, for no one could mistake who one of the characters was intended to represent.

A teacher must look out for himself, lest, by the sheer weariness and

monotony of his work, by a vitiated stomach or other cause, he ever get out of sympathy with that gleeful and joyous spirit which surrounds him. Lack of such sympathy in the teacher is damaging to students and bad for him. By and by, when the boys grow up, they think of him as a distant stranger or an old fossil, never as a living, kindly friend, and apply to him that same title, "old —" or something as disrespectful, which in their boyish days they had most appropriately devised.

Drury College.

"LANGUAGE LESSONS."

WHY is it that so many of our educators, capable of doing better things, persist in following the old, and, as H. Spencer calls it, the "intensely stupid custom" of attempting to teach the English language by beginning with the rules and technicalities of abstract grammar. There is still need of "Line upon line."

Why is it that so many who admit the abstractness and general complexity as well as utter unintelligibility of the text books in grammar usually put into the hands of beginners in the work, still doggedly go on using them is difficult to say, unless it is that we have so long walked in a tread-mill that the exertion is too great a one to step out and attempt work which is unfamiliar, and which requires at our hand somewhat more than to "turn in successive grists and turn the crank." The text-book drills in grammar are ready planned. The work in language requires the mapping out of a progressive series of work beginning with the abecedarian and extending to the grammar or high school, and one seems to say to another, "Who is sufficient for these things?" and to slip out of the responsibility by continuing to introduce the helpless infant to definitions fit for the digestion of a D.D., compromising with his conscience by giving the child a weekly or semi-weekly composition exercise. Nor are those wanting who boldly argue that memorizing definitions, whether understood or not, is a valuable means of mental discipline, that these are but means unto an end. The relations of cause and effect can appear after the mind has had time to develop.

Admitting the first statement to be in a measure true, does not the process seem much the same as one which would give to a healthy child a daily diet of wheat chaff, bones or fruit rinds? And how is it possible to reap much future profit from an utter lack of present interest?

But suppose a child plods patiently on, seeing not the end of his work from the beginning, until finally he has completely conquered the perplexing prosodies, syntaxes, conjugations and declensions, are we very apt at the end of this time to find the enlightened mind sitting down to write sublimely or elegantly according to the rules of Gould, Clark or Brown? Do we find him correcting his sen-

ences by any one of the ninety-nine rules and exceptions, or is it rather by an intuitive feeling that there is a bur upon the ear, or a blemish on the page?

We do not wish to be understood as affirming that our schools are accomplishing nothing in this language training. There is necessarily much in every course to enlarge a pupil's vocabulary and make him more or less familiar with correct forms of speech. This is certainly true in schools where criticism is common with both teacher and pupils and where the teacher aims to make every recitation a practical drill in language. This is as it should be and we rejoice in the fact that this is becoming no uncommon thing. But we argue that all this is insufficient to stem the tide of provincialisms and impure English which sweeps in upon our schools with every fresh influx of pupils. There must be added to this daily drill in sentence-making and composition both oral and written. But more of this at another time. C. Neosho, Mo.

UTOPIA.

BOOK III. Some things not related by Hythloday.

OF THEIR SCHOOLS.

"They think it needful that their youth should acquire the ability to use the language of their nation with correctness and effect. Therefore they take care to give them a familiarity with the writings of those authors who are esteemed the best, and to make their reading the more efficient as a study of language, the students are commonly led to continue for several days, and if it grow not tiresome, for weeks, seeking out illustrations, whether more or less forcible, or possibly violations of a single principle of grammar or of rhetoric."

[Note.—In contrast with this is the practice of those seminaries among us in which rhetoric is taken up and finished in a term of fourteen weeks, and grammar is regarded as a primary study.]

"By attending to it that their pupils shall read, critically examine, and as far as possible hear the better forms of language, the teachers aim to avoid the necessity of placing before them outlandish forms for exercise in criticism; and at any rate they never, in illustrating bad usage, descend below the errors to which they and their pupils liable.

"The study of language runs through the entire period of their being at school, having always the same purpose, but in the earlier years of their course having its manner adapted with great care to the limited attainments of the children; and with the Utopians this study is always interesting, because the pursuit of literature is combined so intimately with that of language.

"It is observable that they at no age give prominence to those lessons

which have for their ultimate purpose an acquirement of the technical language of grammar, but in using this language by degrees as they need it in criticism, and holding it always subordinate to its use, they come to use it well."

[NOTE.—This, while varying so much from the custom with us in reference to grammatical instruction is yet precisely the course which we find most useful in every thing else. Indeed it is the course by which children first acquire words for use in common things, and their progress in this needs no comment.]

"Their compositions are always written upon topics so chosen that the subject matter is familiar, so that attention may be given well to the forms of speech, and the custom is for each pupil to make two copies, one of which he gives to his teacher and the other he retains. For several days thereafter he subjects his essay to the same criticism as the books he is reading, then produces an improved copy before receiving criticism from his teacher upon the one first presented."

H. M. M.

A LIBERAL PROPOSITION.—We take pleasure in calling the attention of all interested to the following:

At a meeting of the Board of Directors of Washington University, held June 11th, 1875, it was unanimously

Resolved, That, until further ordered, the sons of all clergymen and ministers of the Gospel shall be admitted to the Advanced Academic Class in the Preparatory School, and to the Classes of the College and of the Polytechnic Department, free of all charge for tuition; *Provided however*,

1. That no student shall be so admitted except on examination, nor unless he obtain at such examination an average of sixty per cent. in all the required studies.

2. That no student so admitted shall be continued under this rule who does not receive, at the semi-annual examinations, the same average percentage, or who fails to maintain a good record of character and behavior.

W. G. ELIOT, Chancellor.

— Missouri must re-establish the teachers' institutes, destroyed by unfortunate legislation. Self-sacrificing men and women are needed in every county to do again the pioneer work of the past ten years.

— Iowa leads all the States in the normal institute work. For the campaign, she has secured the services of many of the best educators in several States. A normal institute is held in every county. An excellent course of study has been prepared by the State Superintendent.

— The public schools of Indiana, Illinois, Missouri and other States, have been seriously crippled by the demon of retrenchment and reform. Let the spirit of '76 inspire all friends of education. Our country's worst enemies are the enemies of popular education.

CONNECTICUT.

At the present time the Compulsory School law of Connecticut requires that "every parent, guardian, or other person having charge of any child between the ages of 8 and 14 years, shall cause such child to attend some public or private day school at least three months in each year, six weeks at least of which attendance shall be consecutive; or to be instructed at home at least three months in each year in the branches of education required to be taught in the public schools, unless the physical or mental condition of the child is such as to render such attendance inexpedient or impracticable. The penalty for the violation of the above provisions is a fine of five dollars, "for every week, not exceeding thirteen weeks in any one year, during which any parent or guardian shall have failed to comply therewith."

MINNESOTA.

Not a school house or a church had been built in all this vast territory a quarter of a century ago. Now three thousand public school buildings, a State University and three State Normal school buildings, several colleges and numerous private school buildings have been erected at a cost of over \$3,000,000. Now the State spends over \$1,000,000 annually to educate her two hundred and twenty thousand school children. Her University is doing well, and her three Normal schools are among the best in the country. A county superintendent is doing efficient service in each county.

It seems indeed like magic! The wonders of Aladdin's lamp are here eclipsed. A great, wealthy State, with a school system equal to the best, has been created within a quarter of a century. The National Teachers' Association meets in one of its great cities.

OREGON.

Portland, Oregon, scarcely thirty years old, is becoming pre-eminent for the excellency and efficiency of its public school system.

The schools are under the supervision of Prof. King, who has thoroughly graded the whole system. He is assisted by an able corps of teachers, of which the local papers speak in the following terms.

"We cannot too highly commend these public schools. The attention paid by directors and teachers to the physical, mental and moral education of their children, is deserving of the gratitude of parents and citizens. If our youth cannot learn in these schools to be at least moral and good citizens of the Republic, capable of taking their part hereafter in the management of the public affairs of the nation, then we may well despair our country."

MUSIC, of all the liberal arts, has the greatest influence over the passions, and is that to which the legislator ought to give the greatest encouragement.

VERMONT.

STATE SUPERINTENDENT CONANT has issued the following circular: To Town Superintendent or Teachers:

Sec. 3 of No. 33 of the acts, passed by the Vermont Legislature at its session in 1874 is, as follows:—"He (the Superintendent of Education), shall, annually, upon a written application of twenty-five teachers in any county for that purpose—hold one teachers' institute in such county, at a time when the common schools are not in session, as far as practicable not to exceed three days each."

The Superintendent of Education believes the holding of teachers' institutes to be desirable, and he hopes to receive applications for them from all the counties. To facilitate the application a blank form has been prepared, of which a copy is herewith sent to your address. Will you secure such signatures as you can, and return the same to me? It is designed to hold the institutes during the months of September, October, and November.

BOOK NOTICES.

THE AMERICAN CYCLOPÆDIA.— Vol. VI. Dempster—Everett. D. Appleton & Co., N. Y. Sold by Chambers & Co., 305 Locust street, St. Louis, Mo.

Among the contributors to this volume stands prominent the English astronomer, Richard A. Proctor, whose four articles on the "Dog Star," the "Earth," "Eclipse," and "Ecliptic" almost run over the limits of an encyclopædia, into those of an astronomical text book, so full and copious are they. Perhaps it should hardly be said however that this name stands prominent among such as Dr. E. H. Clarke, of Boston, Dr. Austin Flint, of New York, Prof. S. Kneeland, of Boston, Hon. T. M. Cooley, of Michigan, and a host of other distinguished men in the line of medicine, law, sciences, and general information.

To give a list of the most valuable articles would be wearisome, and yet it is but proper to mention some of them to which attention should be drawn.

Drama is a very extensive article, embracing an exhaustive treatment of both ancient and modern. The article on Earthquakes, by Prof. Abbe of Washington, covers over ten well thought pages.

The subject of elasticity also is discussed at considerable length.

The article on Denmark bears the traces of an interested party, and is very valuable, going quite extensively into the language and embracing references for study and lists of writers belonging to that country.

Among the longest articles must be mentioned "Education," twenty-two pages, "Egypt," twenty-five pages, and "Ethnology," six pages, the last two by the same distinguished writer, Prof. G. A. F. Van Rhyn. "Electricity," eleven pages, is very complete, with ample illustrations brought down to the most modern inventions. "Emigration," containing an abundance of valuable statistics carefully arranged,

takes eleven pages, and "England," with its literature, forty-five pages. We mention next, without detail, "Distillation," "District of Columbia," "Docks," "Dog," "Dolphin," "Dome," "Dominicans," "Drainage," "Dyeing," "Dredging," as remarkably good.

We are by this time prepared to expect great excellences in the articles on Natural History, but the present volume is also noticeably rich in biographical notices, which are numerous and fine. These also embrace much literary criticism which is discriminating as in the article on R. W. Emerson.

The maps of the volume are a noticeable feature. Those of Europe and England are very fine, clear and well executed in every way. That of Ecuador attempts too much to be clear.

THE July number of the "United States Official Postal Guide" closes the first year of this useful publication, and confirms the good impression which the previous numbers have made. Besides its alphabetical list of all the post offices in the country corrected up to date, it gives the very important new information respecting foreign mails which results from the recent treaty. The matter here given is the official publication, is very full and comprehensive, and invaluable to all persons having foreign correspondence. The number contains also the Rulings of the Post Office Department during the last quarter, and a revision of all the regular matter which accompanies the Guide.

This publication has taken an important place as an official, authentic, and accurate guide to the minute and wide-spread organization which carries and brings the letters, papers, and other mail-matter of a great country; and the circulation of the work has already served to diminish the vexatious correspondence with the Department, which had been necessary hitherto in the absence of any official guide. Subscriptions are received both at the post offices and by the publishers, H. O. Houghton & Co., Riverside Press, Mass.

A WORD TO OUR FRIENDS.

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At the State Fair we took on **SCHOOL DESK** the First Premium, OFFICE DESK, the First Premium, on **CHURCH SEATS AND PULPIT**, First Premium, on **SCHOOL APPARATUS**, First Premium; and at the last State Fair in Texas we did the same thing again.

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IMPORTANT SUGGESTIONS.—We find the following important suggestions by the State Superintendent in an appendix to the school laws of the State, with explanations, decisions and forms for the use of school officers, for making blackboard, and procuring the necessary apparatus at small cost.

A hard-finish wall is best: that is, a wall finished with the ordinary finishing coat of plaster of Paris. The base-board or wainscoting should not be more than three feet high from the floor, and a strip of board or moulding should be run along the top of the wainscoting, to form a receptacle for crayons, black-board rubbers, etc. Three and one-half feet above this, nail a narrow strip of moulding for the upper side of the black-board, and you are then prepared to apply the liquid slating, which comes in cans—from one pint to a gallon in a can. If our room is 20 feet wide, with no openings, and we propose to make a board across one end, we shall need material for 70 square feet; one-half gallon of slating will be required; cost, \$5.25. To properly apply it, a fine camel's hair brush is needed. Thoroughly shake the slating, and pour a small portion into a shallow vessel, and apply with quick strokes from right to left, without repeating as in painting. Two hours after the first coat is applied, a light rubbing with emery paper prepares it for a second coat. A third coat is usually required to make a durable and thoroughly first-class black-board. Total cost:

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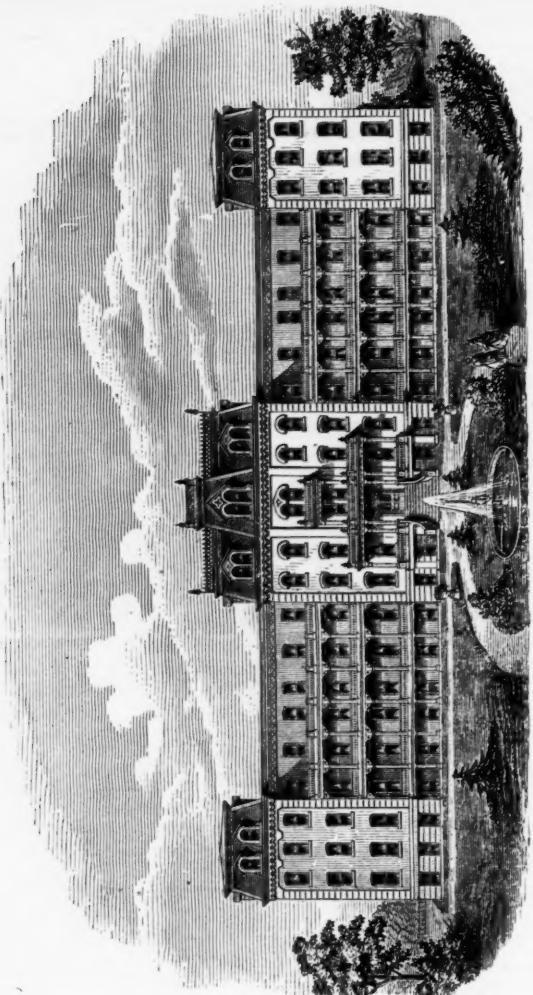


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